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homogeneous groups. The book also suggests a method for the functional classification of scales.

The monograph is an excellent piece of work. It should have a wide circulation.

Higher education and the war.—It is not often that the writers of history have prepared for them by contemporaneous observers the materials upon which they may at a later time base their judgments. Yet to do this was the motive of President Thwing in assembling the chapters of his book¹ concerning the part played by our colleges and universities in the Great War. In his own words his purpose is stated as follows:

The lack of adequate interpretation of the part which the American colleges, both Northern and Southern, played in the Civil War, has long seemed to me to be a public and an academic misfortune. . . . The share which the American college and university had in the World's War was at least as significant and impressive as that which the Civil War represents. Early, therefore, in the great struggle, I began to collect materials for its academic history.

The book serves its purpose well. It presents in an interesting manner the various movements connected with war activities as they developed in the higher educational institutions of the country, beginning with the early days of the conflict during which time not a few college and university men cast lot with the Allies, fighting out of a desire that justice and right might prevail. It traces the part played by many student and faculty organizations in their efforts to further the preparedness of their country, or to contribute to the relief of suffering among the soldiers and civilians of the countries at war. It sets forth the acute financial situation which developed in college and university after we entered the war and halls were made empty because undergraduates, graduates, and faculty alike went forth to battle. The origin, organization, and function of the S.A.T.C. are explained.

"The Spirit of the Student Soldier" is the topic of an impressive chapter. It is followed by an equally significant discussion of his religion.

The co-operative effort of the scientists, especially physicists and chemists, to develop means of combating the submarine in particular, is the subject of extended comment. One wishes that there might have been recorded also the significant things they did.

The poetry inspired by the war is briefly sketched, reference being made to that produced in this country and in England.

A noteworthy chapter deals with the international relations of the academic bodies of England, France, and the United States, as they have been affected by mutual intercourse in co-operative effort. The German academicians receive a goodly share of attention.

Most impressive is the chapter entitled "The Fallen," wherein is listed the contributions in men made by each of the leading colleges and universities.

¹ CHARLES FRANKLIN THWING, *The American Colleges and Universities in the Great War, 1914-1919*. New York: Macmillan Co., 1920. Pp. 275.

To each likewise is ascribed the number failing to return to their Alma Mater—the fallen, the immortals.

The book is not a history of the war. It brings together in outline form some of the things the higher educational institutions did in it. After reading the pages one's admiration for them grows, and one is compelled to agree with their author that "it helps to prove that the higher education, in the person of its teachers and students of successive generations, trains men for the service of the nation."

National Society yearbooks.—For the past twenty years the annual contributions of the National Society for the Study of Education have stimulated wide interest in some of the most pertinent problems of education. The current issue of the yearbook,¹ which comes from the press in two volumes, includes a large volume of new lesson material, and a volume made up of a number of experimental studies of a type essential in the development of a science of education.

Part I of the yearbook consists of the second report of the committee on new materials for education. A mass of new lesson material is included which is organized into five general divisions covering the kindergarten, the primary grades, Grades IV, V, and VI, the junior high school, and special classes. A final chapter is made up of an extensive and well-classified bibliography covering the whole field of subject-matter.

The value of such material depends much upon how extensively it is used. The committee, in making available in a single book such a wide array of new lesson material, has done an excellent service. The next step must be taken by superintendents, principals, and supervisors in seeing that the classroom teachers become acquainted with such a source of lesson helps.

In noting the difficulty which the committee experienced in classifying the large mass of material presented, the reader is impressed with the incompatibility of many of the lessons with a formal organization of education in terms of subjects. Many of the exercises might answer equally well in classes in reading, language, history, or geography. The committee avoids the difficulty by classifying by grades rather than by subjects. The faults of a too formal organization of "subjects" have too long been recognized to need review here. However, the opposite fault of too great a lack of organization and the loss of a definite objective is one which the "project" course of study cannot afford to overlook.

Part II consists of a report of the society's committee on silent reading. The nature of the studies included can be inferred from their titles, which follow:

I. "Factors Affecting Results in Primary Reading," W. W. Theisen

¹ *The Twentieth Yearbook of the National Society for the Study of Education.* Part I, "New Materials of Instruction—Second Report by the Society's Committee." Pp. xv+235. \$1.20. Part II, "Report of the Society's Committee on Silent Reading." Pp. ix+172. \$1.00. Bloomington, Illinois: Public School Publishing Co., 1921.